

INFLUENCE OF THE CHARACTERISTICS
OF MASTER'S PROGRAMS ON THE
RECRUITMENT OF TEACHERS
OF NURSING

By

KATHRYN McALLISTER CROSSLAND

A DISSERTATION PRESENTED TO THE GRADUATE COUNCIL OF
THE UNIVERSITY OF FLORIDA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

UNIVERSITY OF FLORIDA

August, 1967

ACKNOWLEDGEMENTS

Sincere appreciation is herein expressed to the writer's colleagues in nursing who so generously and seriously responded to the request to participate in the study.

The writer is deeply indebted to many persons who contributed helpful suggestions and assistance to the development and completion of the study. Grateful acknowledgement is extended to all and especially to:

Dr. Vynce A. Hines, chairman of the supervisory committee and good friend, for encouragement and guidance;

Dr. William M. Alexander, member of the supervisory committee, for inspiration and vision;

Dr. Willamay Whitner, member of the supervisory committee, for direction and support;

Betty Tomlin, Dorothy Smith, Margretta Styles, and Hazel Peeples for assistance and expert advice; and,

Mary Jane Roby, her daughter, and Joann Ritchie, her friend, for their faith, encouragement, and assistance graciously given.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	v
Chapter	
I. INTRODUCTION TO THE STUDY	1
Purpose of the Study	3
Need for the Study	4
Limitations of the Study	4
Definition of Terms	6
Survey of Related Literature	7
II. PROCEDURES OF THE STUDY	15
Development of the Questionnaire	15
Selection of the Sample	16
Collection of the Data	17
III. THE MASTER'S DEGREE PROGRAMS IN NURSING	20
University of Alabama	20
Duke University	22
Emory University	22
University of Florida	24
University of Maryland	25
University of North Carolina	25
University of Texas	26
Vanderbilt University	27
IV. INFLUENCE OF PROGRAM CHARACTERISTICS OF POTENTIAL TEACHERS OF NURSING	28
The Potential Teachers	28
Location of School	30
Institutional Characteristics	32
Curriculum and Faculty	34
Degree Requirements	36
Admission Requirements	39
Expenses	42
Availability of Information	44
Accreditation	44
Summary	46

Chapter	Page
V. RELATIONSHIP OF THE INFLUENTIAL CHARACTERISTICS TO ENROLLMENT IN THE MASTER'S PROGRAMS IN NURSING	47
Location of the School	47
Availability of Federal Traineeships	48
Curriculum	49
Degree Requirements	49
Admission Requirements	50
Institutional Characteristics	50
Accreditation	51
Faculty	51
Availability of Information	51
VI. CONCLUSIONS AND IMPLICATIONS FOR RECRUITMENT OF TEACHERS OF NURSING	53
Conclusions	53
Implications for Recruitment	54
Need for Further Study	57
APPENDICES.	58
Appendix A: List of Schools of Nursing in the Southern Region with Baccalaureate Programs	59
Appendix B: Reduced Facsimile of Program Characteristics Influence Measure	63
SELECTED BIBLIOGRAPHY	68
BIOGRAPHICAL SKETCH	73

LIST OF TABLES

Table	Page
1. Number of Nurses Graduated and Number of Nurses Selected for Sample by School and by Year, 1961-1965, Inclusive	18
2. Enrollment in Master's Degree Programs in Nursing by Schools in the Southern Region of the United States, Fall, 1966	21
3. Selected Characteristics of Master's Degree Programs in Nursing by Schools in the Southern Region of the United States, 1966-1967	23
4. Characteristics of Master's Programs in Nursing Ranked by Frequency of Choice in Open-End Response as Most Influencing To Go or Not To Go into Advanced Education for Teaching Nursing by Selected Aspirants	31
5. Influence on Decisions of Selected Aspirants To Go or Not To Go into Advanced Education for Teaching Nursing by Factors Related to Location of Schools	33
6. Influence on Decisions of Selected Aspirants To Go or Not To Go into Advanced Education for Teaching Nursing by Factors Related to Institutional Characteristics	35
7. Influence on Decisions of Selected Aspirants To Go or Not To Go into Advanced Education for Teaching Nursing by Factors Related to Curriculum and Faculty	37
8. Influence on Decisions of Selected Aspirants To Go or Not To Go into Advanced Education for Teaching Nursing by Factors Related to Degree Requirements . . .	38
9. Influence on Decisions of Selected Aspirants To Go or Not To Go into Advanced Teaching Education for Teaching Nursing by Factors Related to Admission Require- ments	41

Table

Page

10. Influence on Decisions of Selected Aspirants To Go or Not To Go into Advanced Education for Teaching Nursing by Factors Related to Expenses of the Program	43
11. Influence on Decisions of Selected Aspirants To Go or Not To Go into Advanced Education for Teaching Nursing by Factors Related to Availability of Information About the Program	45

CHAPTER I

INTRODUCTION TO THE STUDY

The shortage of nurses in the United States is a critical impediment to health care. A population that is increasing and aging is demanding more in quantity and quality of nursing service. The deficit between the supply and the demand continues despite substantial increase in the numbers of nurses in practice.^{1,2} A crucial factor in this shortage of personnel and services is the lack of persons prepared to teach in schools of nursing.³

The inventory of nurse manpower conducted by the American Nurses' Association in 1962 revealed that the aggregate of states in the southern region of the United States had the lowest ratio of nurses to population.⁴ Also, in these states 2.4 per cent of the 17-year-old girls in the population were admitted to schools of nursing,

¹Report of the Surgeon General's Consultant Group on Nursing, Toward Quality in Nursing, Needs and Goals (Washington, D. C.: U. S. Public Health Service, 1963), p. 3.

²American Nurses' Association, Facts About Nursing (New York: American Nurses' Association, 1966), p. 7.

³Report of Surgeon General's Consultant Group on Nursing, Toward Quality, op. cit., p. 23.

⁴Ratios based on July 1, 1962, estimates, U. S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-25, No. 294. Source: American Nurses' Association, Facts About, op. cit., p. 11.

while 3.4 per cent of all the 17-year-old girls in the population of the United States were admitted to such schools.⁵

In 1953 the Southern Regional Education Board, in keeping with its purpose of assisting the development of means for supplying the educational needs of the region,⁶ entered into an agreement with six universities jointly to plan and to establish and maintain graduate programs in nursing. The universities of Alabama, Emory, Maryland, North Carolina, Texas and Vanderbilt agreed on:

A means of joint planning and cooperative action . . . to supplement each others contribution to Master's degree education and research in nursing so that the total program can more effectively meet both the present and future needs of the region.⁷

Then, as now, the scarcity of persons prepared to teach in schools of nursing was seen as a critical factor contributing to the perpetuation of the nursing shortage.

Now more than a decade after the initiation of the Southern Regional Education Board's project in nursing education, schools in the southern region report 382 vacancies in budgeted positions for full-time nurse faculty members.⁸ To meet these vacancies plus those created by normal turnover, only 162 nurses were granted Master's

⁵Report of the Surgeon General's Consultant Group on Nursing, Toward Quality, op. cit., p. 11.

⁶Southern Regional Education Board, The Southern Regional Education Program (Atlanta: The Board, 1955), p. 1.

⁷Genevieve K. Bixler and Leo W. Simmons, The Regional Project in Graduate Education and Research in Nursing (Atlanta: Southern Regional Education Board, 1960), p. 140.

⁸National League for Nursing. Source: Southern Regional Education Board, Agenda Book for Seventh Meeting of Council on Collegiate Education for Nursing (Atlanta: The Board, 1966), p. 23.

degrees in the southern region during 1966, and only half of these had followed programs which prepared them to teach.⁹

On the assumption that teachers of nursing should have preparation at least equal to the Master's degree,¹⁰ there are at present in the southern region some 1,800 faculty positions held by nurses with substandard preparation.¹¹

A wide variation in enrollment exists among the institutions offering the Master's degree programs in the southern region. In 1966 the largest school reported an enrollment of 229 which equaled the combined enrollment of all the other schools in the southern region that year. The smallest school reported only three graduate students.¹² The question raised here is the influence of certain characteristics of the Master's degree programs on these schools' recruitment powers.

Purpose of the Study

The purpose of this study is to obtain and examine data relating to the Master's programs in nursing in the southern region of the United States and to seek to ascertain what influence certain characteristics of these programs may have upon recruitment of students.

⁹National League for Nursing, Some Statistics on Nursing Education 1965 (New York: The League, 1966), p. 4.

¹⁰Report of the Surgeon General's Consultant Group on Nursing, Toward Quality, op. cit., p. 19.

¹¹National League for Nursing, Some Statistics, op. cit., p. 22.

¹²National League for Nursing. Source: Southern Regional Education Board, Agenda Book, op. cit., p. 22.

Need for the Study

The small enrollment in the majority of Master's degree programs in nursing in the southern region of the United States promises to perpetuate the diminishing supply of teachers of nursing in the face of increasing demand.¹³ This study explores the need for state-wide planning for new graduate programs which might facilitate the flow of potential teachers of nursing into Master's degree programs for the preparation of teachers. Faculties and administrators of graduate programs in nursing should find the information helpful in evaluating and assessing their programs in relation to their purpose of meeting the needs of society and of the profession.

Limitations of the Study

No attempt is made in this study to assume a cause and effect relationship between the characteristics of the schools and the relative influence of these characteristics on the respondents' decision to undertake graduate preparation for teaching nursing. Findings are stated as described in the data.

This study is confined to the southern region of the United States, where the shortage of nurses is greater than in other geographic regions of the nation.¹⁴

¹³National League for Nursing, Some Statistics, op. cit., p. 6.

¹⁴American Nurses' Association, Facts About, op. cit., p. 11.

The states included in the study are as follows:

1. Alabama
2. Arkansas
3. Delaware
4. Florida
5. Georgia
6. Kentucky
7. Louisiana
8. Maryland
9. Mississippi
10. North Carolina
11. South Carolina
12. Oklahoma
13. Tennessee
14. Texas
15. West Virginia
16. Virginia

These states were chosen as they comprise the group of 14 states that entered into compact with the Southern Regional Education Board in 1949 for the purpose of regional planning and support of higher education, plus two states which later joined the compact and are currently listed as members.¹⁵

Schools of Public Health and institutions offering new Master's degree programs in nursing are not included in this study. Tulane University, Johns Hopkins University, and the University of North Carolina schools of Public Health are excluded as they do not purport to prepare teachers of nursing. Medical College of Georgia and Texas Woman's University have had no graduates from their announced Master's degree programs and are not included in this study.

While it is recognized that there may be factors in the social environment that play an important role in choice of a career and preparation for it, this study is concerned only with certain

¹⁵Southern Regional Education Board, The Southern Regional, op. cit., p. 1.

characteristics of the Master's degree programs in nursing and of the schools which offer the programs.

Definition of Terms

For the purpose of this study the following definitions apply to the terms used.

1. Nurse.--This term refers to an individual who has completed an educational program which prepares for the beginning practice of nursing and who, by virtue thereof, is eligible to write the examinations for registration as a professional nurse in one or more states or territories of the United States.

2. Teacher of nursing.--A nurse who receives compensation for teaching nursing to students enrolled in an educational program which prepares its graduates to become nurses.

3. Potential teachers of nursing.--This term refers to a nurse who has acquired at least a baccalaureate degree in nursing as one of the basic requirements for progress into Master's degree programs.

4. Master's degree program in nursing.--An educational program in a college or university which leads to an academic or professional degree at the Master's level.

5. Clinical specialty.--This term refers to specialized study in nursing care of medical, surgical, maternal, pediatric, or psychiatric patients.

6. Functional specialty.--This term refers to specialized study of general or public health practice of nursing, supervision or administration of nursing, or teaching of nursing.

7. NLN-accredited.--This term refers to accreditation of the educational program in nursing by the National League for Nursing.

8. Federal traineeships.--Traineeships for full-time academic study which may be awarded to nurses enrolled in nursing programs designed for the preparation of administrators, supervisors, teachers, and nursing specialists in those post-baccalaureate programs in nursing which contain elements of administration, supervision, and teaching, as provided by Public Law 88-581, Nurse Training Act of 1964.¹⁶

Survey of Related Literature

The literature reviewed for this study was grouped into three major categories: (1) need for increasing the supply of teachers of nursing; (2) variation among programs offering Master's degree in nursing; (3) influences on decisions to undertake graduate education in preparation for teaching nursing.

The need for teachers of nursing

The national need for increasing the supply of nurses is well documented. The American Nurses' Association,^{17,18} the National League

¹⁶U. S. Department of Health, Education, and Welfare, Professional Nurse Traineeship Program (Washington, D. C.: U. S. Public Health Service, 1966), p. 3, p. 5.

¹⁷American Nurses' Association, The Nation's Nurses (New York: The Association, 1966).

¹⁸American Nurses' Association, Facts About Nursing (New York: The Association, 1966).

for Nursing,^{19,20} and the United States Department of Labor²¹ have compiled and reported data relating to the nation's need for more nurses. The Surgeon General's Consultant Group on Nursing²² has identified the preparation of teachers of nursing as a crucial factor in meeting the nation's need for additional nurses.

In 1959 Arthur S. Adams, president of the American Council on Education, stated his belief that the central problem in higher education was that of providing a sufficient number of qualified teachers and that this was a problem of both quantity and quality.²³

The Surgeon General's Consultant Group on Nursing studied the nation's nursing needs in 1962 and set goals which were deemed to be minimal for safe and effective nursing services needed by the citizens.²⁴ To meet these goals, schools of nursing must be graduating 53,000 practitioners annually by 1969--an increase of 75 per cent over 1961. An increase in the number of teachers of nursing was seen as requisite to the solution of the problem.²⁵

¹⁹National League for Nursing, Nurse Faculty Census 1966 (New York: The League, 1966).

²⁰National League for Nursing, Some Statistics on Nursing Education 1965 (New York: The League, 1966).

²¹U. S. Department of Labor, Manpower Report of the President and a Report on Manpower Requirements, Resources, Utilization and Training (Washington, D. C.: U. S. Government Printing Office, 1963).

²²Report of the Surgeon General's Consultant Group on Nursing, Toward Quality, op. cit., pp. 6-9.

²³Ibid.

²⁴Report of the Surgeon General's Consultant Group on Nursing, Toward Quality, op. cit., pp. 20-23.

²⁵Ibid., p. 23.

The National League for Nursing²⁶ reported that 10 per cent of the 17,391 teaching positions were unfilled in January, 1966. Of the nurse faculty members filling full-time positions, 63 per cent reported that the highest degree earned was less than the Master's degree. The Southern Regional Education Board reported on the level of nurse faculty preparation in the southern region as 62 per cent holding less than a Master's degree, with 12 per cent of the budgeted positions unfilled.²⁷ Another report of the National League for Nursing showed that in 1965 the southern region had 18 per cent of the 56 Master's degree programs in nursing in the United States.²⁸ It is important to note however that these programs in the southern region graduated only 13 per cent of the total number graduated in the United States that year.²⁹

The shortages stressed by the studies mentioned above existed at a time when the unemployment rate in the United States was fluctuating between 4 and 5 per cent of the labor force.³⁰ The Educational Policies Commission attributed these shortages in manpower to population changes and rapid advances in technology. Competent teachers were seen as essential to balancing the need and the supply.³¹

²⁶ National League for Nursing, Nurse Faculty, op. cit., p. 4.

²⁷ Southern Regional Education Board, Agenda Book, op. cit., p. 22.

²⁸ National League for Nursing, Some Statistics, op. cit., p. 3.

²⁹ Ibid.

³⁰ U. S. Department of Labor, Manpower Report, op. cit., p. 33.

³¹ Educational Policies Commission, Manpower and Education (Washington, D. C.: National Education Association, 1965), p. 123.

Variations among Master's degree programs

Jean Campbell studied 35 of the 47 institutions offering Master's degree programs in nursing in 1962-1963.³² From a total of 179 interviews with faculty members and 1,217 questionnaires completed by students in the programs (78 per cent of the total), she reported finding many variations among students, faculty, and characteristics of the programs. She found variations that exist in graduate education in general, as well as variations that are unique to nursing education.³³ Campbell reported a dearth of resources and recruits for doctoral study and believed that in some instances faculty were attempting "to span the gap by trying to achieve doctoral objectives within the scope of a Master's degree program."³⁴ Neal and Campbell found 7 different titles for the major maternal and child nursing course in 26 programs.³⁵ Content of the courses was found to vary, as well as the identification of the discipline considered basic to the content. Other variations reported were length of curriculums, time devoted to nursing subjects, in kinds of practicums and seminars, and in approaches to the functional aspect of the specialty.³⁶

Rena Boyle stated that variation among Master's degree programs in nursing was due to lack of agreement among members of faculties in the programs as to the nature and purpose of graduate

³² Jean Campbell, Masters Education in Nursing (New York: National League for Nursing, 1964), p. 6.

³³ Ibid., p. 85.

³⁴ Ibid., p. 89.

³⁵ Mary V. Neal and Jean Campbell, "Graduate Programs in Maternal and Child Nursing," Nursing Outlook, 14:60-1, January, 1966.

³⁶ Ibid.

education in general and nursing education in particular.³⁷ A total of 113 different curriculums were found by Rena Boyle in studying 29 accredited Master's degree programs in 1961.³⁸ She believed that the statement of characteristics of graduate education in nursing adopted by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing in 1960 was not used as a guide for the development of programs.³⁹

Margaret Tyson also observed the wide variation in enrollment and graduation among the Master's degree programs in nursing in the United States. She reported that in 1961, 25 per cent of the schools graduated 65 per cent of those who earned Master's degrees in nursing. The range of number of graduates per school was 173 to 1, with an aggregate of 37 being graduated by the 10 schools which fell below the first quartile. At that time 16 per cent of all the Master's degree programs were located in the southern region but only 5 per cent of the Master's degrees awarded in 1961 were earned in the southern region.⁴⁰

Rena Boyle reported on enrollment differences among the 56 Master's degree programs in the United States in 1964-1965: the median

³⁷ Rena E. Boyle, "Critical Issues in Collegiate Education in Nursing," Nursing Outlook, 10:165-7, March, 1962.

³⁸ Ibid.

³⁹ National League for Nursing, Characteristics of Graduate Education in Nursing (New York: The League, 1966), p. 1. (Mimeographed.)

⁴⁰ Margaret G. Tyson, "Preparation of Teachers of Nursing for Virginia." (Unpublished Doctor of Education Project Report, Teachers College, Columbia University, New York, 1963), pp. 34-5. (Typewritten.)

enrollment was 23.5; in 6 of the programs enrollment exceeded 100; the highest enrollment was 222 and 4 programs had no students.⁴¹

Influences on decisions to undertake graduate study

Dorothy Major studied the career choices of 100 high-ranking senior students in 16 accredited baccalaureate nursing programs in 6 midwestern states in 1959.⁴² She found that 40 per cent made a choice of career during the third year, and 18 per cent held to the choice made prior to entrance to college. She also found that 38 per cent of the total number expressed interest in careers as teachers of nursing.⁴³ Major's research suggests that the first few years following graduation might be crucial to decisions about graduate study. Charles Grigg's study of graduates of baccalaureate programs in the southern region in 1960 showed early decisions for graduate education.⁴⁴ She also found that factors related to costs of study, desire for practical experience, lack of sufficient academic qualifications (e.g., grades too low) tended to predominate among reasons cited not to go.⁴⁵

Donald Thistlethwaite studied college press and student achievement and concluded from his findings that the college environment is an important determinant of the student's motivation to seek

⁴¹Rena V. Boyle, "Deficits in Quantity and Quality," Nursing Outlook, 14:29, May, 1966.

⁴²Dorothy M. Major, "Career Planning of High-Ranking Senior Students," Nursing Research, 10:68-74, Spring, 1961.

⁴³Ibid.

⁴⁴Charles M. Grigg, Recruitment to Graduate Study, Research Monograph Number 10 (Atlanta: Southern Regional Education Board, 1966), p. 6.

⁴⁵Ibid., p. 14.

advanced intellectual training.⁴⁶ He administered the College Characteristics Index⁴⁷ to 916 National Merit Scholars and Certificate of Merit winners in 36 colleges. While the population differs from the population of this study, the findings suggest that characteristics of colleges differ and that they influence decisions about graduate study.

In a study of 814 high school seniors, John Holland found that among 14 factors influencing choice of school, 13 were characteristics of the school or college.⁴⁸ Robert Pace categorized the three lines of influence in the campus atmosphere as: geographic and demographic factors, facilities and programs, and the characteristics of students enrolled.⁴⁹ Lazarsfeld and Thielens observed a number of relationships between the characteristics of the faculty, the administration, and the institution; and, they suggest, that these factors influence the recruitment of students as do tuition and scholarships among other variables.⁵⁰

Pace and Stern found no attempts to develop an instrument to measure differences among college environments prior to 1958 when they

⁴⁶Donald L. Thistlethwaite, "College Press and Student Achievement," Journal of Educational Psychology, 50:183-191, October, 1959.

⁴⁷C. Robert Pace and George C. Stern, "An Approach to the Measurement of Psychological Characteristics of College Environment," The Journal of Educational Psychology, 49:269-277, October, 1958.

⁴⁸John L. Holland, "Student Explanations of College Choice and Their Relation to College Popularity, College Productivity, and Sex Difference," College and University, 33:313-323, Spring, 1958.

⁴⁹C. Robert Pace, "Evaluating the Total Climate or Profile of a Campus," Current Issues in Higher Education 1961 (Washington, D. C.: National Education Association, 1961), pp. 171-5.

⁵⁰Paul F. Lazarsfeld and Wagner Thielens, Jr., The Academic Mind (Glencoe: Free Press, 1958), pp. 3-34.

developed the College Characteristics Index which is reported to be satisfactorily valid and reliable.⁵¹ The Environmental Assessment Technique which measures eight characteristics of the student body--its size, average intelligence, and six personal orientations--was developed by Alexander Astin and John Holland.⁵² While related to this study, neither the College Characteristics Index nor the Environmental Assessment Technique offered adequate measurement for the question raised in this study. No evidence was found that an instrument had been devised which would elicit the information desired.

This review of the literature supported the writer's beliefs that (1) there is a need for increasing the supply of teachers of nursing; (2) there is variation among the Master's degree programs in nursing; and, (3) decisions to undertake graduate education are influenced by the characteristics of the schools.

⁵¹Pace and Stern, loc. cit.

⁵²Alexander W. Astin and John L. Holland, "The Environmental Assessment Technique: A Way to Measure College Environment," The Journal of Educational Psychology, 52:308-321, December, 1961.

CHAPTER II

PROCEDURES OF THE STUDY

The procedures devised for this study involved five steps: (1) development of the questionnaire; (2) selection of the sample; (3) collection of the data; (4) descriptive survey of the Master's degree programs in the southern region; and, (5) analysis and interpretation of the data. This chapter deals with the first three steps. The description of the Master's degree programs will be presented in Chapter III, and the analysis and interpretation of the data will be given in Chapters IV and V.

Development of the Questionnaire

The initial version of the questionnaire was developed from ideas gleaned from the literature, from comments of professional nursing colleagues, and from interviews with selected nursing leaders. The latter were chosen for their general knowledge of nursing education and their close relationships to schools of nursing and to teachers and potential teachers of nursing. The four members of this group are or have been engaged in the following professional activities:

1. Dean of a collegiate school of nursing which offers both baccalaureate and Master's degree programs.
2. Director of an Associate degree program in nursing.
3. Director of a diploma school of nursing and educational consultant to schools of nursing.

4. Executive officer of a state board of nursing responsible for approving schools of nursing and licensing practitioners of nursing.

The interviews were informal, but directed, and allowed for free response of ideas and judgments. All suggestions were incorporated into the questionnaire.

The questionnaire was administered to 22 nurses as a pilot study of clarity and meaning of the statements. After appropriate revision it was sent to each of the nursing leaders originally interviewed as described above, page 15. Items eliminated by this method were those which questioned factors other than characteristics of the school. There was total agreement that every item retained in the questionnaire was valid for the purpose of the study.

In the next phase of developing the questionnaire, the revised version was administered to 30 nurses on a test-retest with a time interval of one day. Since there was no total score, the measure of reliability was the extent to which the consecutive responses agreed. Among the 20 respondents who completed all 52 items twice, there was 93.3 per cent agreement among their before and after responses. Among the 10 respondents who answered only the first 11 items, the before and after agreement was 97.3 per cent. This percentage of agreement was considered to be satisfactory reliability for the instrument.

Selection of the Sample

The population chosen for the study was the aggregate of persons who graduated from six schools of nursing in the southern region (see Appendix A) during the five-year period beginning January 1, 1961, and ending December 31, 1965. Each one of the six schools selected

was representative of some feature present in some, but not all, of the 54 collegiate schools of nursing in the southern region. Factors considered in selecting the schools were: (1) location in high and low density of population, (2) public and private support, (3) denominational and nondenominational control, (4) high and low enrollment, (5) NLN-accreditation and non-NLN-accreditation, and, (6) included a semi-private college for Negroes.¹

A total of 1,124 nurses graduated from the six selected schools during the five-year period, 1961-1965. A sample of 400 was selected at random from the total population following stratification. The strata were based on school and year of graduation. Two alternates were drawn for each category. The number of graduates from each school is shown by year of graduation in Table 1.

Collection of the Data

An invitation to participate in the study was mailed to each member of the sample and to each of the alternates. Agreement to complete the questionnaire was received from 425 respondents, refusal from 14 of them, and 26 were not located or did not respond. The most frequent reason given by those who refused was travel or inaccessibility during the time of the study, e.g.:

Am in the Army Nurse Corps stationed in Vietnam at this time and feel it would be difficult to correspond concerning your study.

The questionnaire was mailed to all those who agreed to participate. Of the 425 mailed, 415 were returned. All questionnaires were completed satisfactorily but only 390 were usable to satisfy the

¹The school is private but receives state funds for nursing to equalize tuition with that of the state university.

TABLE 1

NUMBER OF NURSES GRADUATED AND NUMBER OF NURSES SELECTED FOR
SAMPLE BY SCHOOL AND BY YEAR, 1961-1965, INCLUSIVE

Schools by Code	1961		1962		1963		1964		1965		Total	
	Gradu- ated	In Sample	Gradu- ated	In Sample	Gradu- ated	In Sample	Gradu- ated	In Sample	Gradu- ated	In Sample	Gradu- ated	In Sample
I	21	8	17	6	20	7	22	8	20	7	100	36
II	9	3	10	4	4	1	6	2	8	3	37	13
III	27	10	36	13	46	16 ^a	69	25 ^b	74 ^c	26 ^c	252	90
IV	71	25	108	39	110	39	107	38	122 ^c	43	518	184
V	12	4	15	5	26	9	30	11	32	12	115	41
VI	22	8	23	8	21	7	20	7	16	6	102	36
Total	162	58	209	75	227	79	254	91	272	97	1124	400

^aThree questionnaires not returned.

^bFour questionnaires not returned.

^cThree questionnaires not returned.

criteria of the strata. The 390 usable questionnaires represented 97.5 per cent of the desired sample. The strata of the sample were complete for five of the six schools.

A request for information on the Master's degree programs in nursing was mailed to each school in the southern region. Bulletins, brochures and letters received were used as sources of information about the characteristics of Master's programs. Personal contact was made with administrators of two programs to clarify specific facts. The literature was also found to be a fruitful source^{2,3,4} of information about these and other Master's degree programs. The Master's degree programs in nursing in the southern region are described in the following chapter.

²National League for Nursing, Masters Education Route to Opportunities in Modern Nursing (New York: The League, 1966).

³Jean Campbell, Masters Education in Nursing (New York: National League for Nursing, 1964).

⁴Southern Regional Education Board, Agenda Book for Seventh Meeting of Council on Collegiate Education in Nursing (Atlanta: The Board, 1966).

CHAPTER III

THE MASTER'S DEGREE PROGRAMS IN NURSING

Colleges and universities in the southern region offered no graduate programs in nursing prior to 1953. The first Master's degree programs developed were an outgrowth of the Southern Regional Education Board's project in graduate education and research in nursing from 1954-1959. Under the aegis of this project, the universities of Alabama, Emory, Maryland, North Carolina, Texas, and Vanderbilt established programs designed to serve the needs of the southern region. Since then, Duke University and the University of Florida have also developed graduate programs in nursing.¹

The variation of enrollment in the Master's degree programs in the southern region is shown in Table 2. All of the programs indicated capability of accepting more students with existing faculty and facilities except the University of Maryland and Duke University.²

University of Alabama

The University of Alabama is the state university and is the second largest educational institution in the state. The Master's degree program in nursing is centered on the main campus of the

¹Southern Regional Education Board, Opportunities in Graduate Education for Nurses in the South (Atlanta: The Board, 1966), p. 2.

²Southern Regional Education Board, Agenda Book for Seventh Meeting of Council on Collegiate Education for Nursing (Atlanta: The Board, 1966), p. 30.

TABLE 2

ENROLLMENT IN MASTER'S DEGREE PROGRAMS IN NURSING BY SCHOOLS IN
THE SOUTHERN REGION OF THE UNITED STATES, FALL, 1966^a

Schools of Nursing	Rank by Enrollment	New Admissions		Continuing Students		Total	
		Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
University of Maryland	1	80	18	108	23	188	41
Emory University	2	57	0	6	0	63	0
University of Florida	3	31	1	1	2	32	3
University of North Carolina ^b	4	20	0	14	0	34	0
University of Alabama	5	12	2	13	1	25	3
University of Texas	6	6	1	3	5	9	6
Duke University	7	4	3	0	0	4	3
Vanderbilt	8	2	0	0	1	2	1
Total		212	25	145	32	357	57

^aSource: Southern Regional Education Board, Agenda Book for Seventh Meeting of Council on Collegiate Education for Nursing (Atlanta: The Board, 1966), p. 27.

^bAdjusted to account for joint enrollment in the School of Public Health.

University some 60 miles from Birmingham, the largest city and area of highest density of population in the state. As the University's medical center is located in Birmingham, students in the Master's program are required to commute for the required practicum.³

Admission requirements are liberal with only one entrance test and no experience required. A bulletin describing the program in nursing and a bulletin of the graduate school were received 13 days after the request for information was mailed. Other relevant characteristics of the program are shown in Table 3.

Duke University

Duke University is a private school located about 90 miles from the largest city in North Carolina. The medical center is located on the campus and all requisite experiences are available to students in the Master's program in nursing without the necessity of leaving the University.⁴

Admission requirements include satisfactory performance on one pre-entrance examination and make-up of prerequisite course work. No experience is required for admission. Bulletins of the Graduate School and School of Nursing were received 13 days after the request was mailed.

Emory University

Emory University is a private, denominational institution located in Atlanta which is the largest city in Georgia. Its medical

³University of Alabama, Bulletin, Nursing Catalog, 1966, Volume III (Tuscaloosa: The University, 1966).

⁴Duke University, Bulletin of Duke University, The School of Nursing, 1966 (Durham: The University, 1966).

TABLE 3

SELECTED CHARACTERISTICS OF MASTER'S DEGREE PROGRAMS IN NURSING BY SCHOOLS
IN THE SOUTHERN REGION OF THE UNITED STATES, 1966-1967

Schools of Nursing	Program Costs	Program Length	Clinical Specialties	Thesis or Equivalent	Admissions Annually	Full-Time Study	Trainee- ships	MLN-Ac- credited
Alabama ^a	\$ 550	18 mo.	3	yes	1	2 sem.	yes	yes
Duke ^b	1,687	12 mo.	general	yes	1	1 sem.	yes	yes
Emory ^a	1,860	12-18 mo.	5	yes	1	all sess.	yes	yes
Florida ^a	450	12 mo.	4	no	1	none	yes	yes
Maryland ^a	960	11-21 mo.	5	yes	3	all sess.	yes	yes
North Carolina ^c	563	18 mo.	2	yes	1	2 2/3 sem.	yes	yes
Texas ^a	242	18 mo.	2	yes	1	3 sem.	yes	yes
Vanderbilt ^c	2,620	21 mo.	1	yes	1	3 sem.	no	no

^aSource: National League for Nursing, Masters Education, Route to Opportunities in Modern Nursing (New York: The League, 1966).

^bSource: Duke University, Bulletin of Duke University, The School of Nursing (Durham: The University, 1966).

^cSource: Vanderbilt University, Vanderbilt University School of Nursing 1966-67 (Nashville: The University, 1966).

center is located adjacent to the campus and all required experiences for students in the Master's degree programs in nursing are available within the metropolitan area of Atlanta.⁵

Requirements for admission vary according to the clinical specialty and may require satisfactory performance on as many as three tests. If the baccalaureate program is not NLN-accredited, additional courses may be prerequisite to admission. Experience in nursing is not required. When information was requested, a personal letter was received four days later from the director of the graduate program in nursing, and it was followed by a bulletin which fully described the program, and an application form.

University of Florida

The University of Florida is the state university and is the largest university in the state. It is located in Gainesville which is more than 300 miles distant from the largest city in the state. However, high density population areas lie some 120 miles southwest and 70 miles northeast of the University. The Master's degree program in nursing is located in the Medical Center of the University which is on the main campus. No travel is required of students to meet the requirements of the program.⁶

Experience in nursing is not required for admission to the Master's degree program in nursing. Satisfactory performance on the one required test may be met by admission to a trial program

⁵Emory University, Bulletin of Emory University, The School of Nursing, 1966 (Atlanta: The University, 1966).

⁶University of Florida, The University Record of the University of Florida, Graduate Catalog Issue (Gainesville: The University, 1966).

and attainment of B-average grades. Request for information resulted in receipt of the graduate school's bulletin and application for admission to the program. Both arrived four weeks following the inquiry. The information on the nursing program is succinct but adequate.

University of Maryland

The Master's degree program in nursing at the University of Maryland is centered in Baltimore, the largest city in the southern region. The general education course work is provided at the main campus in College Park which is 20 miles distant from the University's medical center in Baltimore. The educational institution is the state university and is the largest of the universities included in this study. It draws students from Baltimore, which is the sixth largest city in the United States, and it also draws from nearby concentrations of population such as Washington, D. C. and Wilmington, Delaware.⁷

Admission to the program is open for any session; no previous experience is required for the clinical specialty programs; and no tests are used in considering eligibility. Graduation from an NLN-accredited baccalaureate program is required. Three weeks following inquiry about the graduate program in nursing, a bulletin of Graduate School Announcements was received. Information about the program in nursing in this bulletin is sparse, scattered, and difficult to find.

University of North Carolina

The University of North Carolina has the Master's degree program in nursing on the main campus at Chapel Hill. It is some 90 miles

⁷University of Maryland, The University of Maryland Bulletin, Graduate School Announcements (College Park: The University, 1966).

distant from the largest city in the state. All experiences required in the program are available on campus, the University's medical facilities being located there.⁸

The Master's program in nursing at the University of North Carolina requires satisfactory performance on one pre-entrance examination. No nursing experience is required for admission. A personal letter was received four weeks after the request was mailed. A brochure, informational sheets, and application for admission were sent in addition to the bulletin of the School of Nursing. This information was the most comprehensive of all received from the eight schools in the study.

University of Texas

The graduate program in nursing at the University of Texas makes use of two campuses some 200 miles apart. In this program the student must spend one semester on the main campus at Austin and two semesters at the Medical Branch in Galveston. It is essential for students to change residence at least once during the program and twice for students from most areas of the state. The large population center of Houston is within 50 miles of the Galveston campus but is some 160 miles from Austin. Some areas of the state are over 800 miles distant from Galveston. The central administration of the program is included in the Medical Branch in Galveston.⁹

⁸University of North Carolina, Record of the University of North Carolina at Chapel Hill (Chapel Hill: The University, 1966).

⁹University of Texas, Graduate School 1962-1963 and 1963-1964 (Austin: The University, 1964). (Revised.)

Admission requirements to the Master's degree program in nursing at the University of Texas include one pre-entrance examination but no experience in nursing. A personal letter from the secretary to the director of the program was received two weeks after the inquiry. The letter was cordial and informative and it stated that the inquiry would be referred to the director on her return. No further communication was received. The information sheets, brochures, and bulletin received after four weeks gave general information about the program.

Vanderbilt University

Vanderbilt University is located in Nashville, Tennessee, some 200 miles from Memphis, the state's largest city. It is a private university with its own university-controlled hospital which affords resources for the practicum on the campus of the University.¹⁰

Two pre-entrance examinations with satisfactory achievement are required for admission to the graduate program. No prior experience in nursing is necessary. A bulletin describing the program was received two months after the request for information was mailed.

Other characteristics of the eight Master's degree programs and the institutions offering them are shown in Table 3. All of the schools in the study require a practicum for study in the clinical specialties and the functional specialties. The length of program is shown in Table 3 in calendar months which approximate the academic sessions to provide a comparable base.

¹⁰Vanderbilt University, Vanderbilt University School of Nursing 1966-67 (Nashville: The University, 1966).

CHAPTER IV

INFLUENCE OF PROGRAM CHARACTERISTICS ON POTENTIAL TEACHERS OF NURSING

The data collected by means of the mailed questionnaire¹ separated the respondents into two groups: those who had never seriously considered advanced education to prepare for teaching nursing and those who had. As this study is concerned with the latter group, data about the first group are reported only as a matter of interest and are not considered relevant to interpretation of the data.

The Potential Teachers

The 390 nurses who responded to the questionnaire were found to be predominantly female (385 to 5), married (270 to 120), reporting no dependents (216 to 174), and being between 20 and 29 years of age (261 to 129). The 109 not employed plus the 13 employed outside the field of nursing constitute 31 per cent of the sample. This is nearly the same proportion not employed as nurses, as that reported by the American Nurses' Association for the United States as a whole in 1962.² All respondents had earned a baccalaureate degree (a condition of the sample) but almost one-third (125) had done so after having completed a diploma program in nursing conducted by a hospital rather than a

¹Program Characteristics Influence Measure, see Appendix B.

²American Nurses' Association, The Nation's Nurses (New York: The Association, 1966), p. 6.

college or university. A total of 100 (25 per cent) had earned Master's degrees and one person reported holding a doctorate in nursing. The 53 currently enrolled in a college or university constituted 14 per cent of the sample. Of all the respondents, 171 (44 per cent) indicated that they had taught nursing at some time.

The stratification of the sample by schools revealed patterns of personal preference for education and practice among the respondents by school from which they graduated. Of the graduates from one school, 15 per cent (8) chose education in a field other than nursing. The other schools had a smaller per cent of graduates who made that decision: two schools had 8 per cent (1 and 4 respectively); one school had 3 per cent (7); and, two schools had none who decided to advance their education in fields outside nursing. Some 82 per cent (29) of the graduates of one school were employed in nursing as compared to 60 per cent (235) of the total of 390 respondents.

There is evidence of high mobility in the sample population used in this study. Although the sample was selected from the graduates of schools located in three southern states, replies were received from 37 states including the extracontinental ones, from 6 foreign countries, from military installations overseas, and from the S.S. Hope.

Of the 143 who said they had never seriously considered advanced preparation for teaching nursing, 15 claimed inaccessibility of the program as the reason. Other reasons given in descending order of frequency are: (1) family responsibilities, (2) preference for clinical practice, (3) dislike for teaching, (4) dislike for nursing educational programs, (5) preference for public health practice, (6) preference for supervision

and administration, (7) preference for non-nursing work, and (8) high cost of education as compared to low salaries and poor working conditions in teaching.

The remainder of the sample, 247 or 63 per cent of the respondents stated that they had seriously considered undertaking advanced education for teaching nursing. Of these aspirants to advanced education, 151 (61 per cent) considered advanced preparation for teaching nursing and decided to undertake graduate education; 76 (31 per cent) seriously considered but decided not to undertake graduate education; and, 20 (8 per cent) decided to undertake graduate education in a field other than nursing.

The questionnaire requested the respondents who had seriously considered advanced education to prepare for teaching nursing to state the factors they considered most influential on their decisions to go or not to go into a Master's degree program (see Appendix B, Part III). Many of the statements indicated personal or social factors, as well as characteristics of the program. For the purposes of this study, only the characteristics of the program are reported. The frequency with which each of the characteristics was mentioned as a most influencing factor has been ranked and tabulated in Table 4 which summarizes the relative position of these characteristics as discussed in this chapter. This study is concerned with the characteristics of the Master's degree programs in nursing which may have influenced these decisions.

Location of the School

The location of the school in or within commuting distance of the community where the respondents reside was definitely a positive

TABLE 4

CHARACTERISTICS OF MASTER'S PROGRAMS IN NURSING RANKED BY FREQUENCY OF CHOICE IN OPEN-END RESPONSE AS MOST INFLUENCING TO GO OR NOT TO GO INTO ADVANCED EDUCATION FOR TEACHING NURSING BY SELECTED ASPIRANTS

Characteristics of Master's Programs	Responses		
	Rank	Number	Percent
Location of school	1	77	30.8
Availability of federal traineeships	2	64	25.6
Curriculum	3	32	12.8
Degree requirements	4	22	8.8
Admission requirements	5	17	6.8
Institutional characteristics	6	14	5.6
NLN-accreditation	7	11	4.4
Well-known faculty	8	9	3.6
Available information	9	5	2.0
Total		250 ^a	100.4 ^b

^aNumber of responses not consistent with number of respondents (247) as some did not list characteristics of programs as most influencing and others listed more than one.

^bTotal higher due to rounding to first decimal place.

influence and the requirement of change of residence was negative. These reactions are compatible with each other and are strongly reinforced by the fact that 77 of the 247 respondents indicated that accessibility of the program was the most influencing factor in their decision. This was the largest number to choose any single characteristic as most influencing. The following statements are typical of the respondents' comments:

There is not a Master's program in nursing available in Miami. This is the main reason I plan to do graduate work in counseling and guidance. I am not able to leave this area.

Location of the school: this was the most significant factor in influencing my decision. There is no program available in this community and I am unable to relocate my family.

Those who considered location of the school the most influencing factor represent 30 per cent of those who seriously considered advanced education for teaching nursing. Of these, 33 indicated that their decision to enter the graduate program was not influenced by the fact that a school offering a Master's degree program in nursing was located in the community where they lived. The other 44 stated that their decisions not to go into graduate school were due to the necessity of changing residence to attend. Table 5 shows the relative influence of factors related to location of the school on all the respondents who had seriously considered graduate education for teaching nursing.

Institutional Characteristics

Although only 14 persons selected institutional characteristics as most influencing factors (see Table 4), it is evident from the data

TABLE 5

INFLUENCE ON DECISIONS OF SELECTED ASPIRANTS TO GO OR NOT TO
GO INTO ADVANCED EDUCATION FOR TEACHING NURSING BY
FACTORS RELATED TO LOCATION OF SCHOOLS

Factors Related to Location of School	Influence on Decisions					
	Positive		No		Negative	
	Number	Percent	Number	Percent	Number	Percent
In community of residence	145	58.7	85	34.4	17	6.9
Within commuting distance of residence	141	57.1	89	36.0	17	6.9
* In community where resi- dence is desired	97	39.3	140	56.7	10	4.0
Requires change of resi- dence to attend	25	10.1	102	41.3	120	48.6

shown in Table 6 that a good reputation of the college or university, the nursing program, and the clinical facilities used for teaching was a strongly positive influence on those considering or having considered advanced preparation for teaching nursing. Positively, but less strongly so, is the influence of the institutions' related facilities of: access to a medical center, conducting an undergraduate program in nursing, and operating a medical school. Some respondents identified other attributes which would favorably influence them toward further education, e.g.:

Many supportive resources such as libraries, variety of clinical facilities, resource persons, and other universities.

Curriculum and Faculty

The third highest number of respondents, 32 of the 247 (13 per cent) indicated that offering of the desired clinical specialty was a most influencing factor. The requirement of a practicum was also strongly positive with very little negative influence. The split between negative and positive influence of elective courses was interpreted, on the basis of comments by the respondents, to mean a positive direction or preference for a high proportion of elective course work. Many references were made to repetitive, overlapping, and inflexible course requirements plus identification of the need for recognition of individual differences through flexibility in the curriculum, e.g.:

Some programs . . . do not provide for advanced education in other areas that help the nursing courses take on fuller meaning. There should be provision for practice teaching.

Need opportunity for non-directed and independent study.

Variety of minor areas should be available, i.e., clinical [and] education.

TABLE 6
INFLUENCE ON DECISIONS OF SELECTED ASPIRANTS TO GO OR NOT
TO GO INTO ADVANCED EDUCATION FOR TEACHING NURSING BY
FACTORS RELATED TO INSTITUTIONAL CHARACTERISTICS

Factors Related to Institutional Characteristics	Influence on Decisions					
	Positive			Negative		
	Number	Percent	No	Number	Percent	Percent
Reputation of nursing program	219	88.7	25	10.1	3	1.2
Reputation of institution	216	87.5	30	12.1	1	0.4
Reputation of clinical facilities	204	82.6	41	16.6	2	0.8
Institution is affiliated with a medical center	197	79.8	47	19.0	3	1.2
Institution has undergrad- uate program in nursing	179	72.5	67	27.1	1	0.4
Institution has a medical school	168	68.0	79	32.0	0	0
* Size of Master's program	110	44.6	131	53.0	6	2.4
* Size of institution	73	29.6	168	68.0	6	2.4

The importance of programs having well-known persons on the faculty was rated a most influential factor by 9 (4 per cent) of the respondents who ranked it eighth highest of the most influential characteristics. However, comments in this area were numerous and seemed to place importance upon: (1) experience and academic qualifications of faculty, (2) an adequate number of faculty to insure small classes, and to permit frequent student-faculty encounters, and (3) evidence of interest in the individual student. An example of desired attributes of curriculum and faculty is shown below in the words of one of the respondents.

Flexibility of program and faculty with wide variety of experience, i.e., not all graduates of same school, and faculty members who participate in professional organizations.

Table 7 shows how factors related to curriculum and faculty were influential for all 247 respondents who had seriously considered graduate education for teaching nursing.

Degree Requirements

Almost half the respondents who had seriously considered graduate education reported that degree requirements had no influence on their decisions, as is indicated in Table 8. However, two of the degree requirements rated the second and third highest number of attributions to negative influence found in the study. (The highest negative influence was attributed to the necessity of changing residence to attend school, see Table 5.) The requirement to attend the program in excess of one calendar year in order to earn a Master's degree was considered to be a negative influence by 35 per cent of the respondents; and 33 per cent of them found the requirement of writing a thesis to be a negative influence on their decision. The comments indicated that

TABLE 7

INFLUENCE ON DECISIONS OF SELECTED ASPIRANTS TO GO OR NOT TO
GO INTO ADVANCED EDUCATION FOR TEACHING NURSING BY
FACTORS RELATED TO CURRICULUM AND FACULTY

Factors Related to Curriculum and Faculty	Influence on Decisions					
	Positive			Negative		
	Number	Percent	Number	Percent	Number	Percent
Offers clinical specialty desired	228	92.3	18	7.3	1	0.4
Requires clinical practicum	182	73.7	56	22.7	9	3.6
Program has well-known expert in specialty	151	61.2	94	38.0	2	0.8
Program has one or more well-known figures	145	58.7	101	40.9	1	0.4
Large proportion of courses are in nursing	138	55.9	73	29.6	36	14.5
Small proportion of courses are elective	65	26.3	106	42.9	76	30.8

TABLE 8

INFLUENCE ON DECISIONS OF SELECTED ASPIRANTS TO GO OR NOT TO GO
 INTO ADVANCED EDUCATION FOR TEACHING NURSING BY
 FACTORS RELATED TO DEGREE REQUIREMENTS

Factors Related to Degree Requirements	Influence on Decisions			
	Negative		Positive	
	Number	Percent	Number	Percent
Program longer than one year	87	35.2	114	46.2
Thesis is required	80	32.4	117	47.4
Full-time attendance * required for one or more sessions	51	20.6	137	55.5
			59	23.9

one-year programs did not provide adequate time but that longer programs were difficult to arrange personally and financially. This somewhat mixed reaction is exemplified by a comment made by one of the respondents:

I feel full-time attendance is ideal and should be required; however, since nursing is primarily a woman's profession -- also, since people need to maintain jobs or income -- full-time attendance requirement might prevent obtaining graduate preparation. Is it better to prepare people or set difficult stipulations and prepare less?

For 22 (9 per cent) of the respondents who considered advanced education, the degree requirements were considered to be most influential factors. Of this strongly influenced group, 16 stated that their decision not to undertake the Master's degree program in nursing was due to either the length of the program being in excess of one year or because no provision was made for part-time enrollment. It appeared that most of the respondents could have managed to attend full-time for one year if it had been possible to meet requirements in excess of one year on a part-time basis.

Admission Requirements

The questionnaires elicited response on six requirements for admission to Master's degree programs in nursing (see Appendix B). Of these requirements, the most strongly positive influence of all was the requirement that the baccalaureate program be NLN-accredited. It would seem that, had this requirement been fully understood by the respondents, the requirement for prerequisite course work would have been comparably negative, as lack of NLN-accreditation of the undergraduate program is the usual reason for requiring additional or repeated course work prior to admission to the graduate programs. However, this expected response did not occur, as may be

seen in Table 9. As it was, 77 per cent of the respondents who had seriously considered graduate education found NLN-accreditation of the undergraduate program as an admission requirement a positive influence, yet only 28 per cent considered the requirement for make-up course work prerequisite to admission to the Master's degree program as a positive influence. This raises some question as to the clarity of these two related items to the respondents.

The aggregate of admission requirements was considered most influential by 17 (7 per cent) of the respondents who had seriously considered advanced education. This was the fifth highest number to rate a factor as most influencing. Of this number, 15 made negative decisions on the basis of the requirements for: high performance on entrance tests, high grade point averages, or prerequisite course work. Typical comments are:

Tests do not always give a true picture of students' ability.

It would seem that diligence and desire would be important. Applicants could be weeded out later if unable to perform adequately.

Prerequisite courses are a real nuisance! Programs should be standardized if so important. A real discouraging factor. ←

Comments supporting these factors as positive influence were largely expressions of belief in the need for nursing experience prior to continuing education in graduate school. None of the Master's degree programs in the southern region has experience as a requirement for admission.

TABLE 9

INFLUENCE ON DECISIONS OF SELECTED ASPIRANTS TO GO OR NOT TO
TO INTO ADVANCED EDUCATION FOR TEACHING NURSING BY
FACTORS RELATED TO ADMISSION REQUIREMENTS

Factors Related to Admission Re- quirements	Influence on Decisions					
	Negative		No		Positive	
	Number	Percent	Number	Percent	Number	Percent
* Admission only once a year	68	27.6	153	61.9	26	10.5
Prerequisite course work	55	22.3	124	50.2	68	27.5
* High performance on pre-entrance tests	44	17.8	134	54.3	69	27.9
High grade point average	38	15.3	115	46.6	94	38.1
Pre-entrance nursing experience	21	8.5	119	47.2	107	43.3
NLN-accreditation of undergraduate program	6	2.4	50	20.3	191	77.3

Expenses

The availability of federal traineeships was rated a strongly positive influence toward a decision to undertake graduate education. It was second only to location of the school in the number of respondents (64) who rated it a most influencing factor (see Table 4). Of these, 48 indicated they could not have completed a Master's degree program without the federal traineeships in nursing, and 16 said they had been unable to go into graduate study because traineeships were not available. Table 10 shows that low fees and availability of work assistance programs were strongly positive influences, but low-cost housing was less influential. The latter may have been the lack of necessity to change residence for many of the respondents who reside in cities where the Master's degree programs are located.

The strongly positive influence of the federal traineeships on decisions to go into advanced education was further reflected by the frequent comments of the respondents, e.g.:

The federal traineeship provided the only way I could have gone as my husband was still in school.

Many influences, but the traineeship was the real deciding one.

I went directly from undergraduate to graduate school. Lack of any family responsibilities or commitments made it possible for me to go to any geographic location. The traineeship made it possible then. Now, my family responsibilities and husband's employment would make it impossible.

The two respondents who rated the federal traineeships as negative influence gave no reason for their objection to the traineeship program.

may be not
available at
time of need

TABLE 10

INFLUENCE ON DECISIONS OF SELECTED ASPIRANTS TO GO OR NOT TO GO
 INTO ADVANCED EDUCATION FOR TEACHING NURSING BY FACTORS
 RELATED TO EXPENSES OF THE PROGRAM

Factors Related to Expenses	Influence on Decisions					
	Positive			Negative		
	Number	Percent	Number	Percent	Number	Percent
Availability of federal traineeships	206	83.4	39	15.8	2	0.8
Availability of scholar- ships or fellowships	184	74.5	62	25.1	1	0.4
Low fees and tuition	147	59.5	95	38.4	5	2.1
* Availability of work assistance programs	118	47.8	125	50.6	4	1.6
* Availability of low cost housing	92	37.2	154	62.3	1	0.4

Availability of Information

The respondents who had seriously considered graduate education as preparation for teaching nursing rated the availability of information as a strongly positive influence on their decisions, as may be seen in Table 11. However, it ranked ninth highest in the number who selected it as a most influencing characteristic, as only 5 (2 per cent) of the 247 respondents mentioned it as most influential.

The comments seem to indicate that prompt, adequate, and encouraging response to a request for information is important to those who are considering advanced education. Comments such as the ones below are indicative of this attitude.

I was very enthusiastic, I recall, about schools which were prompt and accurate with information.

One interested in furthering his education is encouraged indeed by interest shown him by schools and faculty.

There were many references made to the need for available advisors who are informed about graduate education, the nature of the programs in nursing, and the availability of financial assistance. The respondents frequently referred to the role played by the teachers in their undergraduate programs, in stimulating and nourishing their interest in teaching.

Accreditation

Accreditation of the Master's degree program by NLN was considered to be a strongly influencing characteristic by the 215 (87 per cent) of the 247 nurses who had seriously considered advanced education for teaching nursing. It was rated no influence by 32 (13 per cent) of the 247 respondents and none indicated that it was a

TABLE 11

INFLUENCE ON DECISIONS OF SELECTED ASPIRANTS TO GO OR NOT TO GO INTO
ADVANCED EDUCATION FOR TEACHING NURSING BY FACTORS RELATED
TO AVAILABILITY OF INFORMATION ABOUT THE PROGRAM

Factors Related to Availability of Information	Influence on Decisions					
	Positive			Negative		
	Number	Percent	No	Number	Percent	Percent
Encouraging response to inquiry	211	85.4	34	13.8	2	0.8
Prompt response to inquiry	208	84.2	37	15.0	2	0.8
Adequate information in bulletin	199	80.6	47	19.0	1	0.4
Personal response to inquiry	193	78.1	53	21.5	1	0.4
Bulletin sent promptly	189	76.5	57	23.1	1	0.4

negative influence. Eleven of the 247 respondents considered accreditation of the program to be a most influencing characteristic and to some it was a pivotal factor, e.g.:

I simply would not consider a non-accredited program.
It is very important for future jobs.

Summary

All of the characteristics that have been considered in this chapter have, to some extent, influenced the potential teachers of nursing who served as respondents for this study. That there was interplay of influence of the different characteristics upon individuals is exemplified by the expression of one of the respondents in what might serve as a summarizing statement of the program characteristics' influence on potential teachers of nursing:

I was living in Baltimore, had completed undergraduate work while working full-time, ³ and could maintain Baltimore residence [while enrolled] in Master's program of desired specialty. Reputation of the program, prominent faculty, and availability of Federal traineeships were equally influential factors in my decision to prepare for teaching through graduate education. Individual and encouraging attention throughout the period of exploration and inquiry was not a factor to be overlooked.

³Respondent is graduate of a diploma program and earned baccalaureate degree while employed as a registered nurse.

CHAPTER V

RELATIONSHIP OF THE INFLUENTIAL CHARACTERISTICS TO ENROLLMENT IN THE MASTER'S PROGRAMS IN NURSING

The question raised by this study is whether or not enrollment in Master's degree programs in nursing in the southern region appears to be related to the characteristics of those programs which vary among the schools. Characteristics of the Master's programs offered by schools of nursing in the southern region and the variations among them are discussed in Chapter III. The influential power of the characteristics of Master's programs on the decisions of potential teachers of nursing to go or not to go into graduate education was explored and the findings were reported in Chapter IV. To fulfill the purpose of the study, this chapter will discuss the characteristics considered by the respondents to be strongly influential (see Table 4), as each characteristic relates to the Master's degree programs in nursing in the southern region. One of the schools offering Master's degree programs is omitted from the discussion due to a published statement that enrollment had been purposefully limited.¹

Location of the School

The location of the school in or within commuting distance of the community where the potential teachers reside was rated the most

¹Southern Regional Education Board, Agenda Book for Seventh Meeting of Council on Collegiate Education for Nursing (Atlanta: The Board, 1966), p. 29.

strongly influential characteristic of the Master's programs. Thus a school located in the area of highest density of population may be considered to have the strongest recruitment power. The study supports this assumption in finding:

1. The school with the largest enrollment in the Master's program is located in the most densely populated metropolitan area; and, the school with the second largest enrollment in the Master's program is located in the second most populous area. The universities which offer these programs are the largest and the sixth largest respectively, of the schools studied.

2. The schools ranking third, fourth, and fifth in size of enrollment, while not located in metropolitan areas, are located within an approximate radius of 100 miles to the most populous areas of the states.

3. The school in sixth rank has its program divided between two campuses which are 160 miles apart, thus requiring at least one change of residence for its students.

4. The school having the least enrollment is located in a city of moderate size (in relation to other schools discussed) but is approximately 200 miles from the largest city in the state.

5. Differences in size of the Master's degree programs in nursing are inconsistent with the size of institutions offering them, e.g., the institution with the sixth largest enrollment has the second largest enrollment in the Master's program in nursing.

Availability of Federal Traineeships

The availability of federal traineeships was second only to location of school in the number of potential teachers who considered

it a most positive influence on their decisions to undertake graduate education for teaching nursing. All of the schools in the study had federal traineeships available for their students except one -- the school with the lowest enrollment.

Curriculum

The third highest number of potential teachers considered the offering of the desired clinical specialty a most influential characteristic. The two schools with the largest enrollment offer all five of the clinical specialties in their programs. The school ranking third offers four clinical specialties; the fourth and sixth ranking schools offer two clinical specialties; the fifth in rank offers three clinical specialties; and, the school with the lowest enrollment offers only one clinical specialty.

Degree Requirements

Two of the degree requirements were found to be strong negative influences on potential teachers' decisions to undertake graduate education to teach nursing. The requirement to attend the program in excess of one calendar year, and the requirement to write a thesis were deemed negative influences by a third of the respondents.

The three top-ranking schools by size of enrollment in the Master's programs in nursing offer programs that can be completed in one calendar year. Two of these schools also have longer programs in two of the clinical specialties but potential teachers have a choice of at least three curriculums that can be completed in one year in each of these schools. The other five schools which rank below third place by size of enrollment offer programs that exceed one year in

length of time required to complete all the curriculums offered. None of these schools permits part-time study for work required in excess of one year.

Admission Requirements

Three factors included in admission requirements account for the strong negative influence of this characteristic on the decisions of potential teachers to undertake graduate education for teaching nursing. These factors are high grade point averages, high performance on entrance tests, and prerequisite course work. All the schools studied require a grade average of B, with some degree of flexibility of weighing deficiencies against other attributes. The same is true of pre-entrance tests except in the case of the school which has no requirement for pre-entrance tests. The one school which has no test requirement has the largest enrollment in its Master's degree program. In all of the schools, the requirement for prerequisite course work is determined on an individual basis for each applicant. It is usually related to the accreditation status of the undergraduate program.

Institutional Characteristics

The institutional characteristics with strong positive influence on the potential teachers of nursing are the good reputation of the nursing program, the university, and the facilities used for clinical teaching. For the purpose of this study all schools in the southern region are assumed to have these characteristics. Also, they all have the other factors of institutional characteristics that were rated as strong positive influence, i.e., the universities conduct

undergraduate programs in nursing and they operate medical schools with access to medical centers.

Accreditation

NLN-accreditation of the Master's program in nursing was a strong positive influence on the decisions of the potential teachers of nursing and for some it was a pivotal factor. All of the programs studied are NLN-accredited except the one with the lowest enrollment in the Master's program in nursing.

Faculty

The presence of professionally well-known persons as members of the faculty was rated a positive influence by the potential teachers of nursing. For the purpose of this study it is assumed that this characteristic is equitable in all the schools.

Availability of Information

Availability of information about the Master's programs in nursing was rated to be a strong positive influence on the decisions of potential teachers to undertake graduate education in nursing. The four factors of this characteristic were deemed to be of nearly equal strength of positive influence. They are: promptness of response, adequacy of information, personal response to inquiry, and encouraging response to inquiry. On the basis of the writer's experience (see Chapter III above) it was found that if these factors were used as criteria, the schools could be ranked according to the number of criteria met.

The schools that rank first, sixth, and seventh by size of enrollment in the Master's programs in nursing met only one of the

criteria for availability of information. The third and fifth ranking schools by enrollment met two of the criteria and the second and fourth ranking schools met all of them.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS FOR RECRUITMENT OF TEACHERS OF NURSING

The purpose of the study, to obtain and examine data relating to the Master's programs in nursing in the southern region of the United States, has been fulfilled and reported in Chapters III and IV above. Chapter V displays the relationship of the influential characteristics of Master's programs in nursing to the enrollment of the programs in schools in the southern region. Interpretation of these findings and their relationships points to specific conclusions, implications, and need for further study.

Conclusions

The conclusions warranted by this study are:

1. Characteristics of Master's degree programs in nursing do influence potential teachers of nursing to undertake or not to undertake advanced education to prepare for teaching nursing. The study does not indicate a clear relationship of all the influencing characteristics to the recruitment powers of the school offering Master's degree programs in nursing but the potential teachers of nursing rated all of them as influential to some extent.
2. Requirement of changing residence to attend, availability of federal traineeships, and NLN-accreditation of the Master's degree programs are non-manipulative variables. The open-end responses of

the potential teachers of nursing clearly indicate that regardless of other influences, one of these three variables was or could be the deciding factor in their decisions about further education.

3. The geographic location of the school in relation to areas of high density population enhances the recruitment powers of the Master's degree program in nursing. The relationship between location of schools in areas of high density population and the enrollment in the master's programs is clear indication that these factors constitute a variable which in part accounts for differences in enrollment among Master's programs in nursing in the southern region.

Implications for Recruitment

The premise that an increasing supply of teachers of nursing is essential to the alleviation of the shortage of nurses is basic to this study. The findings from the review of the literature and the conclusions reached in this study clearly imply the need for action. Changes in society itself portend increasing demands in quantity of nursing services; and, extension of the frontiers of knowledge in the health sciences compound the complexity of educational preparation of nursing practitioners. Administrators and faculties of schools of nursing have both a real and implied imperative to exert maximum effort and to utilize every available resource to meet the needs of society for nursing services. ✓

The implications herein are stated in the writer's belief that the action implied will to some extent serve to increase enrollment in Master's degree programs in nursing in the southern region and will subsequently tend to relieve the critical shortage of nursing personnel.

1. Of the 16 southern states included in this study, only two have Master's degree programs in nursing located in their largest cities and nine of the states have no graduate programs in nursing. There is a clear implication for the need of statewide planning to locate programs in areas of high density population, which was found to be conducive to recruitment of potential teachers of nursing.

2. Inherent in the stated implication above, is the need for an inventory or census of potential teachers of nursing to be used as a base for statewide planning for educational needs. The high mobility of the nurses in the sample population of this study (see page 29 above) points up the cruciality of identifying the whereabouts of the potential teachers of nursing prior to attempting to plan to meet their educational needs.

3. The need for continuance and expansion of the federal traineeship program is evident. It is the stated purpose of the Nurse Training Act of 1964 (Public Law 88-581) to: "increase the number of graduate nurses with preparation as . . . teachers in hospitals and related institutions, public health agencies, and schools of nursing."¹ If Master's degree programs are to increase enrollment, expansion of the traineeship program is essential according to the findings of the study.

4. An increase in the variety and number of clinical specialties offered by the Master's degree programs in nursing would attract more aspirants to graduate education in nursing. The results of this

¹U. S. Department of Health, Education and Welfare, Professional Nurse Traineeship Program (Washington, D. C.: Public Health Service, 1966), p. 3.

study show that the recruitment powers of the Master's degree programs in nursing would be enhanced by broader offerings in the clinical specialties; and the need implies that expanded offerings should be undertaken as soon as feasible.

5. Provision for part-time study for that portion of Master's degree programs in nursing in excess of one year would enable and encourage more potential teachers to undertake graduate preparation for teaching nursing, and should be given prompt consideration by the administrators and faculties of schools of nursing.

6. Reputation of the nursing program, the institution offering the program, and the facilities used for clinical experience is important to the potential teacher of nursing when considering graduate education. The need for purposeful attention to building and sustaining a good reputation is an urgent task for faculties and administrators of nursing schools.

7. Each school should clearly designate and support a well-qualified individual to assume responsibility for developing an orderly and systematic program for dissemination of information about the Master's degree programs in nursing and to serve as a clearing center for all requests for information.

8. There is a need for informed advisors who are accessible to the potential teachers of nursing. Administrators of Master's degree programs in nursing should elicit the aid of the professional nursing organization, the American Nurses' Association, to cooperatively develop a roster of advisors in each district for dissemination of up-to-date information on a person to person basis.

9. Teachers in the undergraduate program in nursing were found to exert influence on potential teachers by initiating and encouraging the idea of preparing for teaching through advanced education. The need for encouragement of this practice as a deliberative and purposeful activity is great, and immediate steps should be taken to initiate and foster a program to this end.

Need for Further Study

The different patterns of choice in practice and advanced education noted among the graduates of the different schools used in the sample (see page 29 , above and Appendix A) raise the question of the influence of the undergraduate programs on after-graduation attitudes. Of particular worth is the possibility of ascertaining the origin and nature of professional values and attitudes.

Teaching practices in both graduate and undergraduate programs were reported to be a concern to many of the respondents, as were experiences with repetitive and inflexible curriculums (see Chapter III, page 34 , above). Further study seems to be warranted to ascertain the need and means for remedial action.

APPENDICES

APPENDIX A

**LIST OF SCHOOLS OF NURSING IN THE SOUTHERN REGION
WITH BACCALAUREATE PROGRAMS**

Schools of Nursing in the Southern Region with
Baccalaureate Degree Programs¹

Alabama

Tuskegee Institute ²	Tuskegee
University of Alabama ^{2,3}	Tuscaloosa

Arkansas

Onachita Baptist University	Little Rock
University of Arkansas Medical Center	Little Rock

Delaware

University of Delaware	Newark
------------------------	--------

Florida

Barry College ²	Miami
Florida Agricultural and Mechanical University	Tallahassee
Florida State University	Tallahassee
University of Florida ^{2,3}	Gainesville
University of Miami ²	Miami

Georgia

Albany State College	Albany
Emory University ³	Atlanta
Medical College of Georgia	Augusta

Kentucky

Berea College	Berea
University of Kentucky	Lexington
Catherine Spalding College	Louisville
Murray State College	Murray

Louisiana

University of Southwestern Louisiana	Lafayette
McNeese State College	Lake Charles
Northwest Louisiana State College	Monroe
Northwestern State College	Natchitoches
Dillard University	New Orleans
Louisiana State University	New Orleans

¹Source: State-Approved Schools of Professional Nursing 1966
(New York: National League for Nursing, 1966), pp. 7-95.

²Schools used for sample population in the study.

³Also has Master's degree program in nursing.

Maryland

University of Maryland^{2,3}
 St. Joseph's College
 Columbia Union College

Baltimore
 Ennitsburg
 Takoma Park

Mississippi

University of Mississippi

Jackson

North Carolina

University of North Carolina at
 Chapel Hill³
 University of North Carolina at
 Charlotte
 Duke University³
 Agricultural and Technical College
 of North Carolina
 East Carolina College
 Lenoir Rhyne College
 Winston-Salem College

Chapel Hill
 Charlotte
 Durham
 Greensboro
 Greenville
 Hickory
 Winston-Salem

Oklahoma

Oklahoma Baptist University
 University of Oklahoma

Oklahoma City
 Oklahoma City

South Carolina

University of South Carolina

Columbia

Tennessee

Southern Missionary College
 East Tennessee State University
 University of Tennessee
 Vanderbilt University³

Collegedale
 Johnson City
 Memphis
 Nashville

Texas

Baylor University
 Texas Woman's University
 Texas Christian University
 University of Texas³
 Sacred Heart Dominican College
 Prairie View Agricultural and
 Mechanical College
 Incarnate Word College

Dallas
 Denton
 Fort Worth
 Galveston
 Houston
 Prairie View
 San Antonio

Virginia

University of Virginia
Hampton Institute
Old Dominion College
Medical College of Virginia

Charlottesville ✓
Hampton
Norfolk
Richmond ✓

West Virginia

West Virginia Wesleyan
West Virginia University

Buckhannon
Morgantown ✓

APPENDIX B

REDUCED FACSIMILE OF PROGRAM CHARAC-
TERISTICS INFLUENCE MEASURE

Program Characteristics Influence Measure

This instrument is designed to measure the influence that certain characteristics of master's programs in nursing have on the decisions of professional nurses to undertake study for a master's degree in teaching nursing. Those who have never considered teaching nursing should complete Part I only. Those who have taught or seriously considered teaching nursing should complete Parts I, II and III.

PART I

Please check (X) or write appropriate response to each question as it applies to you in items 1 through 11 below.

- | | | |
|---|---|---|
| 1. male
.... female | 2. single
.... married
.... widowed or divorced | 3. one or more dependents
.... no dependents |
| 4. age | 5. State in which you originally registered | |
| 6. Current employment

.... not employed
.... nursing, part-time
.... nursing, full-time
.... teaching nursing
.... employed, non-nursing | 7. Current enrollment
College or University

.... not enrolled
.... nursing, part-time
.... nursing, full-time
.... non-nursing, part-time
.... non-nursing, full-time | 8. Degrees held

.... baccalaureate
.... master's, nursing
.... master's, non-nursing
.... doctorate, nursing
.... doctorate, non-nursing |
| 9. Did you graduate from a hospital diploma program? yes no. | | |
| 10. Have you ever taught nursing? yes no. | | |
| 11. Have you ever seriously considered advanced education to prepare for teaching nursing?
.... yes no. | | |

If you have answered "yes" to item 11, please skip the remainder of this page and proceed to Part II on page 2.

If you answered "no" to item 11, please complete the statement in item 12 below. Then please mail the questionnaire in the enclosed envelope. It is not necessary to complete Parts II and III, if you have never seriously considered graduate education for teaching nursing.

12. I have never seriously considered graduate education for teaching nursing because:

PART II

1. If you answered "yes" to item 11 on the preceding page, you undoubtedly fit into one of the following categories, please check (X) one:

- a. considered teaching nursing but decided **not** to undertake graduate education.
- b. considered teaching nursing and decided to undertake graduate education in nursing.
- c. considered teaching nursing and decided to undertake graduate education in a field other than nursing.

The following items seek to elicit information on how characteristics of master's programs in nursing may have influenced you in making the decision indicated in item 1 above. "Positive influence" should be considered encouraging or favorable. "Negative influence" should be considered discouraging or unfavorable. Please feel free to interpret or qualify your responses by comments. (Additional space on last page may be used.)

Check (X) the appropriate column for each characteristic listed.

Characteristics of Master's Programs in Nursing	Positive Influence	No Influence	Negative Influence	Comments
2. Location of School:				
a. in community of residence	
b. within commuting distance of residence	
c. requires change of residence to attend	
d. in community where you desire to live	
3. Institutional Characteristics:				
a. size (by enrollment) of college or university	
b. size (by enrollment) of master's program in nursing	
c. reputation of college or university	
d. reputation of nursing program	
e. institution has baccalaureate program in nursing	
f. institution has medical school	
g. institution is affiliated with a medical center	
h. reputation of facilities used for clinical experience	

Characteristics of Master's Programs in Nursing	Positive Influence	No Influence	Negative Influence	Comments
4. Faculty:				
a. program has one or more well-known* figures	
b. program has well-known* expert in desired specialty	
*known through publications or professional activities				
5. Content of Program:				
a. offers clinical specialty desired	
b. requires practicum or clinical experience	
c. large proportion of course work is nursing	
d. small proportion of course work is elective	
6. Degree Requirements:				
a. program is in excess of one calendar year	
b. thesis is required	
c. full-time attendance required for one or more sessions	
7. Admission Requirements:				
a. high performance on entrance tests	
b. high grade point average	
c. nursing experience required	
d. admission only once a year	
e. NLN accreditation of baccalaureate program	
f. prerequisite course work	
8. Costs:				
a. low fees and tuition	
b. availability of low cost housing	
c. availability of federal traineeships	

Characteristics of Master's Programs in Nursing	Positive Influence	No Influence	Negative Influence	Comments
d. availability of scholarships or fellowships	
e. availability of work-assistance programs	
9. Availability of Information:				
a. bulletin sent promptly on request	
b. bulletin provides adequate information	
c. personal response to inquiry	
d. prompt response to inquiry	
e. encouraging response to inquiry	
10. Accreditation Status:				
a. master's program is accredited by NLN	
11. Other Characteristics: (Please specify)				
.....	
.....	
.....	
.....	

PART III

1. Please state what factors you consider to be most influential in your decision to go or not to go into a master's program in teaching nursing:

PLEASE MAIL THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED ENVELOPE

SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

- Adams, Arthur S. in Graduate Study for Future Teachers, Edited by Joseph Axelrod. Washington, D. C.: American Council on Education, 1959.
- Agenda Book for Seventh Meeting of Council on Collegiate Education for Nursing. Atlanta: Southern Regional Education Board, 1966.
- American Nurses' Association. A Position Paper. New York: American Nurses' Association, 1966.
- American Nurses' Association. Facts About Nursing. New York: American Nurses' Association, 1966.
- American Nurses' Association. The Nation's Nurses. New York: American Nurses' Association, 1966.
- Association for Higher Education. Proceedings of the National Conference on Higher Education. Current Issues in Higher Education. Washington, D. C.: Association for Higher Education, 1960.
- Astin, Alexander W. "Differential College Effects on the Motivation of Talented Students to Obtain the Ph.D.," The Journal of Educational Psychology, 54:63-71, February, 1963.
- Astin, Alexander W. and Holland, John L. "The Environmental Assessment Technique: A Way to Measure College Environment," The Journal of Educational Psychology, 52:308-321, December, 1961.
- "Baccalaureate and Master's Degree Programs in Nursing Accredited by NLN, 1967-68," Nursing Outlook, 15:71-72, June, 1967.
- Belcher, Helen C. "Implications of Nursing Studies," Nursing Outlook, 10:176-179, March, 1962.
- Berelson, Bernard. Graduate Education in the United States. New York: McGraw-Hill Book Company, 1960.
- Bixler, Genevieve K. and Simmons, Leo W. The Regional Project in Graduate Education and Research in Nursing. Atlanta: Southern Regional Education Board, 1960.

- Boyle, Rena E. "A Study of Programs of Professional Education for Teachers of Nursing in Nineteen Selected Universities," Nursing Research, 2:100-125, February, 1954.
- Boyle, Rena E. "Critical Issues in Collegiate Education in Nursing," Nursing Outlook, 10:165-167, March, 1962.
- Boyle, Rena. "Deficits in Quantity and Quality," Nursing Outlook, 14:29, May, 1966.
- Bulletin of Duke University, The School of Nursing, 1966. Durham: Duke University, 1966.
- Bulletin of Emory University, The School of Nursing, 1966. Atlanta: Emory University, 1966.
- Campbell, Jean. Masters Education in Nursing. New York: National League for Nursing, 1964.
- Carmichael, Oliver C. Graduate Education. New York: Harper and Brothers, 1961.
- "Characteristics of Graduate Education in Nursing." New York: National League for Nursing, 1960. (Mimeographed.)
- Commission on Goals for Higher Education in the South. Within Our Reach. Atlanta: Southern Regional Education Board, 1961.
- David, Henry. "What Are the Basic Problems in the Preparation of College Teachers," Current Issues in Higher Education - 1961. Washington, D. C.: National Education Association, 1961.
- Educational Policies Commission. Manpower and Education. Washington, D. C.: National Education Association, 1965.
- Fox, David J., Diamond, Lorraine K., and Jacobowsky, Nadia. Career Decisions and Professional Expectations of Nursing Students. New York: Bureau of Publications, Teachers College, Columbia University, 1961.
- Graduate School 1962-1963 and 1963-1964. Austin: University of Texas, 1964. (Revised.)
- Grigg, Charles M. Recruitment to Graduate Study, Research Monograph No. 10. Atlanta: Southern Regional Education Board, 1966.
- Guidelines for Assessing the Nursing Education Needs of a Community. New York: National League for Nursing, 1967.
- Health Manpower Source Book, Section 2, Nursing Personnel. Washington, D. C.: U. S. Department Health, Education, and Welfare Public Health Service, Publication Number 263, 1966.

- Henle, Robert J. "Possibilities for Improving the Master's Degree to Render It a More Effective Means of Preparing College Teachers," Current Issues in Higher Education - 1961. Washington, D. C.: National Education Association, 1961.
- Holland, John L. "Student Explanations of College Choice and Their Relation to College Popularity, College Productivity, and Sex Difference," College and University, 33:313-323, Spring, 1958.
- Kibrick, Anne. "Graduate Education in Nursing." New York: National League for Nursing, 1966. (Mimeographed.)
- King, Imogene M. "Graduate Education for the Preparation of Teachers of Nursing Practice at the University of Illinois." Unpublished Doctor of Education Project Report, Teachers College, Columbia University, 1961. Abstract: Dissertation Abstracts, 23:1280-1, No. 6, 1962.
- Lazarsfeld, Paul F. and Thielens, Jr., Wagner. The Academic Mind. Glencoe: Free Press, 1958.
- Leone, Lucile Petry. Statewide Planning for Nursing Education. Atlanta: Southern Regional Education Board, 1967.
- Major, Dorothy M. "Career Planning of High-Ranking Senior Students." Nursing Research, 10:68-74, Spring, 1961.
- Marshall, Howard D. The Mobility of College Faculties. New York: Pageant Press, 1964.
- Masters Education Route, to Opportunities in Modern Nursing. New York: National League for Nursing, 1966.
- Neal, Mary V. and Campbell, Jean. "Graduate Programs in Maternal and Child Nursing," Nursing Outlook, 14:60-61, January, 1966.
- Nurse Faculty Census 1966. New York: National League for Nursing, 1966.
- Nurses for a Growing Nation. New York: National League for Nursing, 1957.
- Opportunities in Graduate Education for Nurses in the South. Atlanta: Southern Regional Education Board, 1966.
- Pace, C. Robert. "Evaluating the Total Climate or Profile of a Campus." Current Issues in Higher Education 1961. Washington, D. C.: National Education Association, 1961.
- Pace, C. Robert and Stern, George C. "An Approach to the Measurement of Psychological Characteristics of College Environment." The Journal of Educational Psychology, 49:269-277, October, 1958.

Professional Nurse Traineeship Program. Washington, D. C.: U. S. Department Health, Education, and Welfare, Public Health Service Division of Nursing, 1966.

Record of the University of North Carolina at Chapel Hill. Chapel Hill: University of North Carolina, 1966.

Report of the Surgeon General's Consultant Group on Nursing. Toward Quality in Nursing, Needs and Goals. Washington, D. C.: U. S. Department Health, Education, and Welfare, Public Health Service Publication Number 992, 1963.

Some Statistics on Nursing Education 1965. New York: National League for Nursing, 1966.

The Southern Regional Education Program. Atlanta: Southern Regional Education Board, 1955.

State-Approved Schools of Professional Nursing 1966. New York: National League for Nursing, 1966.

Thistlethwaite, Donald L. "College Press and Student Achievement," The Journal of Educational Psychology, 50:183-191, October, 1959.

Tyson, Margaret G. "Preparation of Teachers of Nursing for Virginia." Unpublished Doctor of Education Project Report, Teachers College, Columbia University. New York, 1963. (Typewritten.)

U. S. Department of Labor. Manpower Report of the President and a Report on Manpower Requirements, Resources, Utilization, and Training. Washington, D. C.: U. S. Government Printing Office, 1963.

University of Alabama Bulletin, Nursing Catalog 1966. Tuscaloosa: University of Alabama, 1966.

University of Maryland Bulletin, Graduate School Announcements. College Park: University of Maryland, 1966.

The University Record of the University of Florida Graduate Catalog Issue. Gainesville: University of Florida, 1966.

Vanderbilt University School of Nursing 1966-67. Nashville: Vanderbilt University, 1966.

BIOGRAPHICAL SKETCH

Kathryn McAllister Crossland was born in Spartanburg, South Carolina, where she graduated from Spartanburg High School and Spartanburg General Hospital School of Nursing. She practiced institutional and public health nursing in New Jersey, New York, Florida, and Alabama. In June, 1953, she received a Bachelor of Science Degree from the University of Alabama. In August, 1957, she received a Master of Science Degree from the University of Alabama and subsequently served as director of nursing service and nursing education at the University of Alabama Medical Center until December, 1959. From 1960 until 1965 she was associate dean of Texas Woman's University College of Nursing in the Houston Center. From September, 1965, until the present time she has pursued her work toward the degree of Doctor of Education.

Kathryn McAllister Crossland is the widow of Robert Benton Crossland and has one daughter, Mary Jane Crossland Roby. She is a member of the American Nurses' Association, the National League for Nursing, Association for Supervision and Curriculum Development, American Education Research Association, National Society for the Study of Education, John Dewey Society, ARCS Foundation, and Pi Lambda Theta.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council, and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

August 12, 1967

Kimball Wiles
Dean, College of Education

Dean, Graduate School

Supervisory Committee:

Wayne A. Hiner
Chairman
W. M. Alexordy
William J. Hinton

